July 2009



DEPARTMENT OF EDUCATION

2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Lendron



School Report Grade 6

Test Date: March 2009

Code: 12351633

SAU: MSAD 41

School: Milo Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009 6

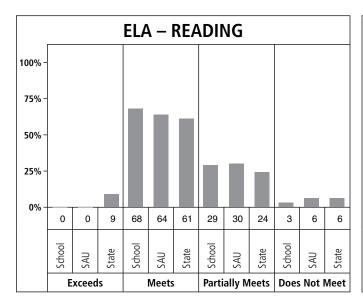
Grade:

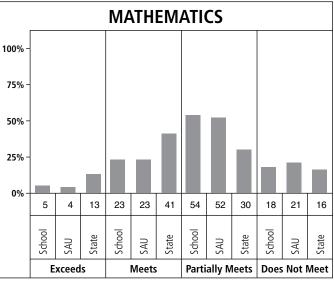
MSAD 41 SAU:

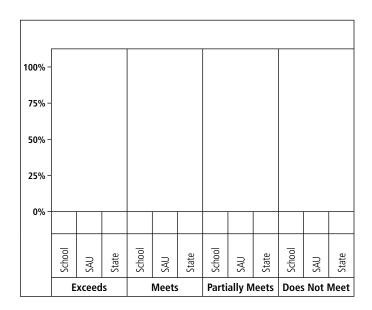
Milo Elementary School School:

Summary of School, SAU, and State Scores

Year	Avera	age Scaled :	Score
rear	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	639 644 645 642	640 644 644 643	646 648 647 647
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	633 636 638 636	636 637 637 637	643 642 643 643







^{*}Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 6

SAU: MSAD 41

School: Milo Elementary School

		Ε	nroll	mer	nt¹						C	ТИС	EN.	ГАБ	REA	PA	RTIC	CIPA	TIO	N ²				
CATEGORY OF		durii	ng testi	ing wi	ndow				ELA-F	Reading					Mathe	matics								
PARTICIPATION	Sch	nool	SA	AU	St	ate	Scl	nool	S	AU	St	ate	Scl	hool	S	AU	Sta	ate	Sci	nool	S	AU	St	ate
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	40	100	50	100	14251	100	39	100	49	100	14150	99	39	100	49	100	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	1	2	212	1	0	0	1	100	210	99	0	0	1	100	212	100						
Hispanic	1	3	1	2	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	39	98	48	96	13309	93	38	100	47	100	13224	100	38	100	47	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	6	15	10	20	2468	17	6	100	10	100	2423	99	6	100	10	100	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	28	70	34	68	5780	41	27	100	33	100	5724	99	27	100	33	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF			ELA-R	eading					Mathe	matics								
	Sc	hool	Si	AU	Sta	ate	Sch	nool	S	AU	Sta	ate	Sch	nool	s	AU	Sta	ate
PARTICIPATION ³	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	70	36	72	11369	80	28	70	36	72	11373	80						
Identified disability (PET/IEP)	0	0	1	3	355	3	0	0	1	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	10	25	11	22	2594	18	11	28	12	24	2605	18						
Identified disability (PET/IEP)	5	50	7	64	1881	73	6	55	8	67	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	1	10	0	0	74	3	1	9	0	0	71	3						
Other	4	40	4	36	519	20	4	36	4	33	532	20						
Participation through alternate assessment (PAAP)	1	3	2	4	187	1	0	0	1	2	178	1						
Identified disability (PET/IEP)	1	100	2	100	187	100	0	0	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	1	3	1	2	26	0	1	3	1	2	25	0		1				
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2009 6

Grade:

SAU: MSAD 41

Milo Elementary School School:

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	\U	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine's Results: Parameters for Essential Instruction in English language arts – reading.	s Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	0	0	2	4	1132	8
	2007-2008	3	8	3	6	1817	13
	2008-2009	0	0	0	0	1309	9
	Cum. Total*	3	3	5	3	4258	10
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	18	42	19	38	8127	57
	2007-2008	22	61	29	60	8072	57
	2008-2009	26	68	30	64	8564	61
	Cum. Total*	66	56	78	54	24763	59
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	18	42	21	42	3549	25
	2007-2008	7	19	11	23	3194	23
	2008-2009	11	29	14	30	3291	24
	Cum. Total*	36	31	46	32	10034	24
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	16	8	16	1478	10
	2007-2008	4	11	5	10	981	7
	2008-2009	1	3	3	6	799	6
	Cum. Total*	12	10	16	11	3258	8

		nber	A	verage Poir	nts Attaine	d (Number	and Percen	nt)
Learning Results Content Standards		oints sible	Sch	ool	SA	AU	Sta	ate
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.3	57.7	31.4	56.1	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.4	57.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.6	57.2	20.0	55.6	21.9	60.8

The MEA assesses students' reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 Learning Results: Parameters for Essential Instruction, which can be found at: http://www.maine.gov/education/lres/pei/index.html.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 6

SAU: MSAD 41

School: Milo Elementary School

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REPORTING				1	Scr	1001		Т					5/	AU :	;	1			Sta	ate		
CATEGORIES	Tested		E		M		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	Р	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%	Jeore	N	%	%	%	%	John
All Students	38	0	0	26	68	11	29	1	3	645	47	0	64	30	6	644	13963	9	61	24	6	647
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 0 1 37 0	0	0	26	70	10	27	1	3	645	0 0 1 1 45 0	0	67	29	4	645	403 125 206 174 13055 0	5 4 18 5 9	46 49 56 55 62	34 38 20 33 23	15 10 6 7 5	641 642 649 644 647
Identified disability Yes No	5 33	0	0	1 25	20 76	4 7	80 21	0	0 3	636 646	8 39	0	25 72	63 23	13 5	637 645	2236 11727	1 11	30 67	48 19	22 3	637 649
Current LEP Yes No	0 38	0	0	26	68	11	29	1	3	645	0 47	0	64	30	6	644	322 13641	2 10	39 62	37 23	21 5	638 647
Economically disadvantaged Yes No	26 12	0	0	17 9	65 75	8 3	31 25	1 0	4 0	645 645	31 16	0	65 63	32 25	3 13	645 642	5617 8346	4 13	54 66	33 17	9 3	643 650
Migrant Yes No	0 38	0	0	26	68	11	29	1	3	645	0 47	0	64	30	6	644	4 13959	9	61	24	6	647
Gender Female Male Not Reported	16 22 0	0	0 0	10 16	63 73	6 5	38 23	0 1	0 5	644 646	19 28 0	0	68 61	26 32	5 7	644 644	6743 7220 0	13 6	63 60	20 27	4 7	649 645
Title 1A targeted program Yes No	7 31	0	0	4 22	57 71	3 8	43 26	0	0 3	643 645	9 38	0	56 66	44 26	0 8	644 644	1408 12555	4 10	41 64	43 21	12 5	641 648
Gifted/talented program Yes No	0 38	0	0	26	68	11	29	1	3	645	0 47	0	64	30	6	644	636 13327	39 8	59 61	2 25	0 6	659 647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 41

School: Milo Elementary School

					Sch	ool							SA	U					Sta	ite		
QUESTIONNAIRE ITEMS	Students in Each Category		E	ı	М		P	I)	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Score	%	%	%	%	%	Score	%	%	%	%	%	- Score
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 66 29 0	0 0 0	0 0 0	1 16 9	50 64 82	1 8 2	50 32 18	0 1 0	0 4 0	639 645 646	4 59 35 2	0 0 0 0	50 63 69 0	50 30 25 100	0 7 6 0	639 645 644 632	6 59 32 3	5 9 11 10	47 62 64 50	32 24 21 26	16 5 4 13	642 647 648 644
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	37 37 24 3	0 0 0	0 0 0	11 10 5 0	79 71 56 0	3 4 3 1	21 29 33 100	0 0 1 0	0 0 11 0	648 645 641 636	33 43 22 2	0 0 0	80 65 40 0	20 25 50 100	0 10 10 0	648 643 640 636	31 48 18 2	17 8 2 1	66 64 48 34	14 23 40 47	3 5 10 18	651 647 641 638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	42 45 11 3	0 0 0	0 0 0	13 11 1	81 65 25 100	2 6 3 0	13 35 75 0	1 0 0	6 0 0	648 644 641 646	39 46 13 2	0 0 0 0	83 52 33 100	11 38 67 0	6 10 0	648 641 641 646	38 49 10 3	13 8 5 3	65 63 48 35	18 24 36 38	3 5 11 24	650 647 642 639
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 74 8	0 0 0	0 0 0	4 21 1	57 75 33	3 6 2	43 21 67	0 1 0	0 4 0	644 646 641	22 70 9	0 0 0	60 69 25	40 22 75	0 9 0	644 644 641	16 66 17	7 10 11	52 64 61	30 22 22	11 4 5	644 648 648
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 61 32	0 0 0	0 0 0	1 15 10	33 65 83	2 7 2	67 30 17	0 1 0	0 4 0	641 644 648	13 61 26	0 0 0	33 68 67	50 25 33	17 7 0	639 644 647	10 55 35	2 6 16	39 62 67	42 27 14	17 5 3	639 646 651
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	66 32 3	0 0 0	0 0 0	16 9 1	64 75 100	9 2 0	36 17 0	0 1 0	0 8 0	645 645 650	67 30 2	0 0 0	58 71 100	35 21 0	6 7 0	643 645 650	48 49 3	10 10 3	60 63 53	24 22 29	6 5 15	647 648 642
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 42 18 18	0 0 0 0	0 0 0	6 11 3 6	75 69 43 86	2 4 4 1	25 25 57 14	0 1 0 0	0 6 0	648 644 643 645	17 50 15 17	0 0 0 0	75 57 57 75	25 30 43 25	0 13 0 0	648 642 644 644	23 49 11 17	15 10 6 2	65 64 58 51	16 22 29 36	4 4 7 11	650 648 645 642
Optional school/SAU question A. B. C. D.	34 34 21 11	0 0 0 0	0 0 0 0	10 10 4 2	77 77 50 50	3 3 3 2	23 23 38 50	0 0 1 0	0 0 13 0	647 646 642 645	34 31 23 11	0 0 0 0	75 82 50 50	25 18 38 50	0 0 13 0	647 646 642 645						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



MATHEMATICS RESULTS

Test Date: March 2009

Grade: 6

SAU: MSAD 41

School: Milo Elementary School

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	U	Sta	te
The quality of a student's work at each achievement level reflects progress in attaining Maine's Results: Parameters for Essential Instruction in mathematics.	s Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	0	0	3	6	2092	15
	2007-2008	1	3	1	2	1474	10
	2008-2009	2	5	2	4	1807	13
	Cum. Total*	3	3	6	4	5373	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 642–660)	2006-2007	12	28	15	30	5731	40
	2007-2008	10	28	14	29	6008	43
	2008-2009	9	23	11	23	5662	41
	Cum. Total*	31	26	40	27	17401	41
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	19	44	20	40	4175	29
	2007-2008	17	47	25	52	4244	30
	2008-2009	21	54	25	52	4219	30
	Cum. Total*	57	48	70	48	12638	30
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	12	28	12	24	2308	16
	2007-2008	8	22	8	17	2346	17
	2008-2009	7	18	10	21	2290	16
	Cum. Total*	27	23	30	21	6944	16

		nber	Avera	ge Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standards		oints sible	Sch	iool	SA	\ U	Sta	ate
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	26.6	47.5	25.8	46.1	30.6	54.6
A. Number	18	32	8.2	45.6	7.7	42.8	10.3	57.2
B. Data	12	21	5.5	45.8	5.4	45.0	6.6	55.0
C. Geometry	14	25	7.2	51.4	7.1	50.7	7.3	52.1
D. Algebra	12	21	5.8	48.3	5.6	46.7	6.5	54.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 6

SAU: MSAD 41

School: Milo Elementary School

						nool							SA	AU U					Sta	ate		
REPORTING CATEGORIES	Tested		E		M		P		D	Mean Scaled	Tested	E	М	P	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	39	2	5	9	23	21	54	7	18	638	48	4	23	52	21	637	13978	13	41	30	16	643
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 0 1 38	2	5	9	24	20	53	7	18	638	0 0 1 1 46 0	4	24	52	20	638	406 126 208 175 13063 0	4 4 18 5 13	26 29 47 31 41	36 40 23 41 30	34 28 12 23 16	633 635 647 638 643
Identified disability Yes No	6 33	0 2	0	0 9	0 27	5 16	83 48	1 6	17 18	633 639	9 39	0 5	0 28	56 51	44 15	627 639	2248 11730	3 15	18 45	33 30	46 11	629 646
Current LEP Yes No	0 39	2	5	9	23	21	54	7	18	638	0 48	4	23	52	21	637	331 13647	3 13	22 41	35 30	40 16	631 643
Economically disadvantaged Yes No	27 12	0 2	0 17	8	30 8	14 7	52 58	5 2	19 17	637 640	32 16	0 13	28 13	47 63	25 13	636 639	5620 8358	6 18	33 45	37 26	25 11	637 647
Migrant Yes No	0 39	2	5	9	23	21	54	7	18	638	0 48	4	23	52	21	637	4 13974	13	41	30	16	643
Gender Female Male Not Reported	16 23 0	0 2	0 9	3 6	19 26	9 12	56 52	4 3	25 13	634 641	19 29 0	0 7	16 28	63 45	21 21	635 638	6738 7240 0	12 14	40 41	32 29	16 16	642 644
Title 1A targeted program Yes No	7 32	0 2	0 6	1 8	14 25	5 16	71 50	1 6	14 19	632 639	9 39	0 5	22 23	67 49	11 23	634 638	1410 12568	3 14	24 42	41 29	32 15	634 644
Gifted/talented program Yes No	0 39	2	5	9	23	21	54	7	18	638	0 48	4	23	52	21	637	637 13341	65 10	32 41	3 31	0 17	665 642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 41

Milo Elementary School School:

					Sch	ool							SA	U					Sta	te		
TEMS	Students in Each Category		E	N	Л		P	I)	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 64 31 0	0 2 0	0 8 0	0 7 2	0 28 17	1 12 8	50 48 67	1 4 2	50 16 17	632 640 636	4 57 36 2	0 7 0 0	0 26 24 0	50 41 65 100	50 26 12 0	632 637 638 632	6 59 32 3	7 13 14 11	32 41 41 31	28 30 31 33	32 16 14 26	636 643 644 639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good B. good C. fair D. poor	21 36 33 10	2 0 0 0	25 0 0 0	4 4 1 0	50 29 8 0	2 10 7 2	25 71 54 50	0 0 5 2	0 0 38 50	654 639 630 630	28 36 26 11	15 0 0 0	46 24 8 0	31 65 58 40	8 12 33 60	648 636 631 628	30 46 20 4	27 9 2 1	45 45 29 15	18 31 43 46	9 15 26 38	651 643 635 630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics	26	0	0	3	30	4	40	3	30	636	26	0	33	50	17	638	35	18	42	27	13	646
class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	62 10 3	2 0 0	8 0 0	6 0 0	25 0 0	14 3 0	58 75 0	2 1 1	8 25 100	641 633 624	57 13 4	7 0 0	22 17 0	56 33 50	15 50 50	639 628 628	50 13 3	11 8 5	43 31 16	31 36 27	15 26 51	643 638 628
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	46 51 3	1 1 0	6 5 0	2 7 0	11 35 0	12 9 0	67 45 0	3 3 1	17 15 100	636 641 624	43 55 2	5 4 0	15 31 0	60 46 0	20 19 100	636 639 624	32 56 12	7 13 31	40 42 36	34 30 20	20 15 13	640 644 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	67 33 0	1	4 8	5 4	19 31	13 8	50 62	7 0	27 0	636 643	64 30 6	3 7 0	20 36 0	53 50 33	23 7 67	636 641 625	51 45 4	11 15 12	41 41 28	31 29 32	16 16 28	643 644 638
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	3 8 23 67	1 0 0	100 0 0 4	0 0 2 7	0 0 22 27	0 2 6 13	0 67 67 50	0 1 1 5	0 33 11 19	666 628 638 638	2 6 38 53	100 0 0 4	0 0 22 28	0 67 56 48	0 33 22 20	666 628 635 638	6 33 45 16	8 10 15 15	29 37 44 41	29 34 29 28	34 19 12 16	635 641 645 644
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 23 36 38	0 0 2 0	0 0 14 0	0 2 5 2	0 22 36 13	0 5 5	0 56 36 73	1 2 2 2	100 22 14 13	624 635 643 636	2 26 40 32	0 0 11 0	0 17 32 20	0 50 47 60	100 33 11 20	624 631 642 636	9 26 31 34	14 15 13 11	35 40 43 40	29 30 30 31	22 16 14 18	641 644 644 642
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	18 44 33 5	0 0 1 1	0 0 8 50	1 5 3 0	14 29 23 0	4 10 7 0	57 59 54 0	2 2 2 1	29 12 15 50	633 639 639 641	23 47 23 6	0 0 9 33	18 27 27 0	55 50 55 33	27 23 9 33	634 636 641 638	17 28 31 23	8 13 15 14	35 42 43 39	33 30 30 30	24 15 13 17	639 643 645 643
Optional school/SAU question A. B. C. D.	36 33 21 10	1 0 1 0	7 0 13 0	4 2 3 0	29 15 38 0	7 8 3 3	50 62 38 75	2 3 1	14 23 13 25	640 634 644 633	36 31 22 11	8 0 13 0	31 18 38 0	46 64 38 75	15 18 13 25	641 635 644 633						
	10	U	U		U	3	75	'	20	000	11	U	U	73	20	000						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number